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ABSTRACT

A practicum was designed to help high school sophomores increase their reading competence, increase their vocabulary knowledge of foreign words commonly integrated into the English language, and motivate them to read and frequent the library more often. Students were grouped by affinity and interests. A reading corner offering a multitude of books of diverse interests was used as a classroom resource. Students also checked out books from the library and researched foreign words on a daily basis. Students shared the results of their reading and research on a weekly basis. As the readings progressed, students compiled lists of foreign words organized into three categories: literature and psychology, social studies, and music. After a period of 2 months, the students authored a floppy disk containing vocabulary activities using their lists of foreign words. At the end of 3 months of implementation, the results of the practicum were positive. Students were checking out three or more books per month in addition to visiting the library frequently for research. There was a 50% increase in vocabulary acquisition and students were able to use words of foreign origin in sensible sentences with an accuracy of 60%. (Four tables of data are included; 39 references, a questionnaire, survey, summative evaluation, and a list of foreign words are attached.) (RS)

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Using Vocabulary Drills Incorporating Assimilated Foreign Words to Improve Reading Competence in a Sophomore Class

by

Monique (Crandell) Fauvel

Cluster #34

A Practicum I Report presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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Approved:

Nov. 23, 1990
Date of Final Approval of Report

Wm. W. Anderson
Dr. W. Anderson

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENT.	iii
TABLE OF CONTENTS	iv
LIST OF TABLES.	vi
Chapter	
I INTRODUCTION.	1
Description of Community.	1
The Writer's Work Setting and Role.	3
II STUDY OF THE PROBLEM.	6
Problem Description	6
Problem Documentation	6
Causative Analysis.	8
Relationship of the Problem to the Literature.	8
III ANTICIPATED OUTCOMES AND EVALUATION	14
Goals and Expectations.	14
Behavioral Objectives	14
Measurement of Objectives	16
Mechanism for Recording Unexpected Events . .	17
Description of Plans for Analyzing Results. .	17
IV SOLUTION STRATEGIES	20
Discussion and Evaluation of Possible Solutions.	20
Description and Justification of Possible Solutions.	22
Solution Selected	24
Report of Action Taken.	25
V RESULTS	31
Discussion.	34
Recommendations	35
Dissemination	36
REFERENCES.	38

Appendices

A QUESTIONNAIRE 42

B SURVEY. 47

C SUMMATIVE EVALUATION. 51

D LIST OF FOREIGN WORDS 67

List of Tables

		Page
Table 1.	School Ethnic Distribution	3
Table 2.	Questionnaire (Results).	32
Table 3.	Questionnaire (Results).	33
Table 4.	Questionnaire (Results).	34

ABSTRACT

Using Vocabulary Drills Incorporating Assimilated Foreign Words to Improve Reading Competence in a Sophomore Class. 1990: Practicum I Report, Nova University, Ed.D. Program in Child and Youth Studies. Descriptors: Reading Teachers/ English Teachers/Foreign Language Teachers/Social Studies Teachers/Home Economics Teachers/Music Teachers/Computer Lab

Two corollary aims were to increase senior high students' foreign vocabulary literacy and to motivate them to read and frequent the library more often.

It was established that students mostly visit the school library for specific assignments and not for pleasure reading. It was also established that students given a list of foreign words incorporated into the English language tend to ignore them or resort to asking an adult rather than go through the process of decoding/encoding and use the context. Senior high students are easily frustrated by common foreign words and display a lack of knowledge in that domain.

The writer allowed the students to group by affinity and interests. A reading corner offering a multitude of books of diverse interests were used as a classroom resource. In addition, students were allowed to check out books from the library and do research on foreign words on a daily basis. Students had to share orally with the writer and the class the fruits of their weekly readings and findings. As the reading progressed, students were compiling lists of foreign words organized in three major categories: literature and psychology, social studies, and music. Students not only selected the foreign words but also the kinds of vocabulary drill activities. Students were in a position, after a period of two months and with the writer's supervision, to author a floppy disk (Apple IIe) containing vocabulary activities using their lists of foreign words.

The results were positive. At the end of the three month implementation, students were checking out three books or more per month in addition to frequently visiting the library for research. There was a 50 percent increase in vocabulary acquisition. Students on a summative evaluation were able to use words of foreign origin in sensible sentences with an accuracy of 60 percent.

CHAPTER I

INTRODUCTION

Description of Community

The Senior High School in question was built 14 years ago in a Southern state. It was then a rural area with numerous fields and groves, employing local farmers and migrant help from South America and the Caribbean. The area has been constantly growing; from rural, it has become highly suburban and commercial development has taken place. The community for the past 10 years has witnessed a dwindling of farm land, replacing cultivated fields by private houses, condominiums, large office/professional buildings, and thriving shopping centers.

Along with the regression of farm land, the community has witnessed a change in population. Fourteen years ago, the population of the area was predominantly white, with a small proportion of Latins and Blacks. Progressively the white Anglos have moved out of the area, and the Blacks have settled in. At present there is an influx of immigrants from the oppressed nations in Central America, which was not so noticeable a decade ago.

As a result of the shifting and growing population, service centers were created to accommodate pressing needs. Recent events in the community have brought about a major concern regarding the overall safety of the students coming

and leaving the school. Many community meetings have been held and many steps have been taken in order to alleviate the growing crime situation.

A change of boundaries added to the population shift have caused the High School to increase the enrollment steadily. The initial enrollment was 2,000 students; it is now 3,005. In 1987 the ninth grade level was added to the Senior High. By 1991, all ninth graders in the area will be assigned to the Senior High, which will, no doubt, increase the enrollment to the point of overcrowding.

At the present time, the overcrowding of the school has resulted in adding portable classrooms outside the school building and using classroom space to the maximum. It can be anticipated that by 1991 the overcrowding situation will be a major problem and that drastic measures will have to be considered in order to accommodate the ever increasing student body.

The change of boundaries and the shift of population have caused a larger segment of the Black community to be enrolled in the High School. However, the student body remains a tri-ethnic one.

According to school records, in 1981 the school population was 30 percent Black, 24 percent Hispanic, 45 percent White; it is now 41 percent Black, 29 percent Hispanic, 28 percent White, and two percent Asian.

Table 1. School Ethnic Distribution

Group	Percent of Students in 1981	Percent of Students in 1989
Asian	1.0	2.
Black	30.0	41.0
Hispanic	24.0	29.
Indian	1.0	--
White	45.0	28.0

The Writer's Work Setting and Role

The instructional staff consists of four administrators, one administrative assistant, five guidance counselors, one group counselor, one occupational advisor, one college assistant program (CAP) advisor, three media personnel, one athletic director, one business manager, and 163 classroom teachers. Additionally, 31 employees provide office, food service, custodial, and other support services. The faculty has an average of 10 years teaching experience. Forty-eight teachers have a master's degree, two have doctoral degrees, and three at present are seeking doctoral degrees. The tri-ethnic distribution is reflected upon the teaching staff with a relatively equal ratio for each ethnic group.

The English Department has 38 English teachers who have only four classes to teach with a maximum of 25 students per class. In addition, 13 reading teachers belong to the

English Department; their role is to teach developmental reading using the Degrees of Reading Power (College Board, 1986) as a pre and post-test to determine instructional and frustration levels of each student enrolled in the program.

The students enrolled in reading classes are selected according to their stanines on the Stanford Achievement Test (Gardner, et al., 1981). All ninth graders with stanines one through five are selected for the reading program. All tenth graders with stanines one through three are selected for the reading program. The administrator for curriculum is responsible for setting the criteria for the entire reading program and works closely with the two reading specialists employed in the school.

The writer receives instructions from the two reading specialists employed in the school. General guidelines are provided by the reading specialists who are responsible for coordinating the reading programs in the school under the supervision of the English Department head.

The target group is a tenth grade reading class. This group is composed of 25 students having scored in stanines three and four; has nearly equal number of Blacks, Whites and Hispanics; and the gender mix is also nearly equal.

The Degrees of Reading Power (DRP) is administered by the reading specialist, both as a pre and post-test. The writer is in charge of recording results of the DRP and students' progress as the school year passes. The writer

establishes guidelines for the instruction and provides individualization to meet her students' needs. Much leeway is given to the writer in her class in terms of strategies, implementation, and grading.

In addition, the writer teaches five classes of French, from Level II to Advanced Placement (A.P.) Language and Advanced Placement (A.P.) Literature. Each level is divided into regular and Honors section, giving the writer 11 preparations per day. French classes in Levels II and III are large, counting 35 students per class. The Advanced Placement classes are combined with Levels IV and V, giving a total of 19 students in this upper level class.

The writer was educated in Europe, has lived 20 years in the U.S.A., is a recipient of a master's degree from an American university, and has taught in the American school system for 17 years.

The writer has traveled extensively in Europe, Africa, the Middle East, South America, and the Pacific. The writer has been exposed to various cultures and speaks four languages.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Situation that Needed Improvement

The reading/vocabulary competence of the students enrolled in the writer's class needed to be improved. The students were able to communicate in English but had a limited vocabulary literacy. Part of the problem was that students enrolled in the class had received little formal instruction in their homelands, and as a result their basic knowledge in the home language was limited. Some of the students came from lands where political unrest made education nearly impossible, where survival on a daily basis is a priority and education is not.

Briefly stated, the problem was that the writer's high school students' literacy development was thwarted by meager vocabulary knowledge and particularly so with reference to words with foreign origin. Literacy ability had to be improved by familiarizing students with words of various foreign origin frequently used in English.

Problem Documentation

Comparing 1989 to 1988 mean scores of the Stanford Achievement Test (SAT), there was a severe drop for the upper quartile (stanines seven, eight, nine) both in tenth

and eleventh grades. The tenth grade mean raw scores in reading dropped 19 points in 1989. The eleventh grade mean raw scores in reading dropped 28 points in 1989. Comparing the same SAT reading mean scores, the median (students with stanines four, five, six) showed a drop of two points in the tenth graders and five points for the eleventh graders.

The findings of a questionnaire (see Appendix A) that was returned by 100 students revealed that 57 percent of the students checked out books from the local library, as opposed to the school library (11 percent). It seemed that students lacked motivation to read. On question three of the questionnaire, which dealt with the reasons to read books, 47 percent of the students answered they checked out books for a specific assigned task, and only 27 percent read for pleasure only. On question one, dealing with the kind of reading in which students were engaged, 13 percent read the newspaper, two percent read the Sunday paper only, two percent liked to read poetry, one percent read biographies, 10 percent read mysteries and love stories combined, five percent read war stories, 21 percent read magazines. However, when asked if they had books at home, 80 percent of the students answered "yes," and 52 percent said they received the newspaper at home; this showed a small interest in reading even though reading materials were available. Questions 13 and 14 of the questionnaire dealt with techniques to decode/encode foreign words, students appeared

to have a fear of foreign words (21 percent) and were easily frustrated by foreign words (25 percent).

Causative Analysis

In addition to the questionnaire responses, 10 English teachers were interviewed and singled out a few reasons as possible causes of the problem. A recurrent remark was that students did not seem motivated to learn. Specifically, tenth and eleventh graders appeared to be "blasé" and not receptive to learning. In order to build vocabulary knowledge, it was important to build onto a solid formative base, which in many cases seemed to be missing in the students coming from Central America in particular.

Relationship of the Problem to the Literature

On the issue of motivation as a key factor to learning vocabulary, Rapp Haggard (1986) distinguishes six categories of motivating factors, i.e., words are learned because of their sound (nine percent), they are interesting/unusual (seven percent), curiosity of the learner is peaked (seven percent), there is an immediate usefulness (30 percent), words clarify a meaning (26 percent), or simply words are new (20 percent) (p. 638). This classification was used by the writer as an oral survey. The writer's students gave the following answers 15 percent for sounds, usefulness (27 percent), unusual words (28 percent), clarification (24 percent), new words (18 percent). Blackowicz (1985)

stresses the importance of motivation in learning vocabulary; he seems to agree with Gardner, Lalonde and Moorcroft (1984).

According to several authors, students' involvement and curiosity play an important part in the learning process. Jenkins, et al., as cited by Richek (1988), say "by exciting students' curiosity about words, teachers foster initiative in vocabulary acquisition and encourage learning outside the classroom" (p. 263). Muller (1978) and Rapp Haggard (1986) seem to agree that learning vocabulary is linked to active participation on the students' part and that knowledge acquisition is based on students' involvement.

Many authors have discussed the length of the reading program in relation to the vocabulary acquisition. Beck et al. (1982), as cited by Blackowicz, say "research reveals that most experiments in instruction are relatively short, but those that have had a notable effect on reading comprehension have been long-term" (p. 878). Beck, Perfetti and McKeown (1982) conducted a study on long-term reading instruction. Their findings confirm the concept that long-term reading instruction yields better results than short-term instruction.

Referring to usage of foreign words, Bliss (1967) says, "the use for foreign expressions is justified only if there is no English equivalent" (p. 35). On the matter of importance of words to be learned, Blackowicz (1985) states

that the words to be learned must be "usable" (p. 879) by the students, placing the emphasis of the usefulness of vocabulary words to be learned.

Most educators agree that learning must be based upon solid prior knowledge acquisition. This feeling is shared by Schwartz (1988), Palmberg (1987) and Clavette (1979) who states, "for a student to conceptualize, he must associate with previous experience or ideas" (p. 12). For Rapp Haggard (1986), experimental background and prior knowledge are the basis for discussion about words. Ruddell, on his part, feels that students' success with a reading text is correlated to the "reservoir of concepts and labels for these concepts" (p. 581).

Not only is there a need for prior knowledge to build on new knowledge, there is also a need to broaden conceptual knowledge. This was expressed by Blackowicz (1985) in his article "Vocabulary Development and Reading: From Research to Instruction." For Gipe (1980), context is important in vocabulary building so the students may relate to past experiences; Gipe believes the context method is the most effective one in vocabulary learning.

Memory plays an important role in vocabulary acquisition. Hanratty, Thomas and Dieter (1987) conducted a study on recall of vocabulary words and writing practice of the words. The study proved that writing the word as it was orally pronounced "enhanced learning" (p. 250). Pressley

and Levin (1981) and also Willerman (1979) favored the keyword method defined by Willerman as a method "that requires that the subject associate the sound of the spoken foreign word with an English word" (p. 443) . . . "Keyword, sounding like part or all of the foreign word."

Learning foreign words integrated into the English is important, since there are times, as Bliss (1967) points out there is ". . . no English equivalent, or no adequate English equivalent" (p. 35). According to Otman (1989), "il semble incontestable que le francais domine au rang des sources d' emprunts" (without doubt it is mostly from the French language that words are borrowed the most) (p. 111). Such fields as gastronomy, arts, fashion, decoration, diplomacy considered typically French are favorites to lend themselves more readily for word adoption. Since there is a high frequency of French words in the English language, there is a need for literacy in French vocabulary as it pertains to specific fields. At times, according to Otman (1989), the spelling of the French word will be Americanized "l' anglo-américain ne connait ancun signe diacritique, ni accents, ni cédille" (p. 122) (Anglo-American does not have written accents), therefore words like resume, puree, premiere will loose the written accent. On occasions the meaning will change or will be narrowed down; Otman refers to this phenomena as "glissement" (sliding away). This is the case for the word "bâton" (stick) which in English

refers to the conductor's stick only. Another example is the word "corsage" (blouse) which is used in English for the flower worn on a blouse. A typical feature of the American language is that from a French word an English one will be coined. This is the case of "debut" (beginning), "premiere" (first showing), which have given existence to "to debut" (to start), "to premiere" (to present a show for the first time).

During a brief visit to Paris, France, the writer accomplished some research at the Centre d information (Information Center) at UNESCO (United Nations Educational Scientific and Cultural Organization). The author came across the writings of Siguan and Mackey (1987) dealing with education and bilingualism; they stated "a language is not only a means of communication but also a vehicle of a culture" (p. 37). They also pointed out, "the success in acquiring vocabulary and a second language depends on the ability and the motivation of the subjects rather than on the method of teaching" (p. 97). This statement was heavily placing the vocabulary acquisition on the learner himself/ herself rather than on the teacher. According to Srivastava (1977), "the impact on the personality of the bilingual/ multilingual . . . takes place in relation to cognitive flexibility, effective thinking, intellectual enrichment, spiritual refinement . . . and encompasses both the cognitive and affective domains" (p. 45). In an academic

report presented in December 1977, Srivastava was defending the use of multi-languages (and therefore various vocabularies) to enhance enrichment and what he called "effective thinking." Experts from 22 countries were present at the conference held in Nairobi the same year.

In conclusion, the literature clearly outlined the problem as seen in the writer's teaching situation. It was important for the students to acquire vocabulary to be motivated, to have immediate usage for new words. If students were not able to understand the importance of vocabulary development, the learning might not have taken place. Discussed in the literature was the duration of the vocabulary development instruction, and the fact that in order for learning to take place, one must build on to prior conceptual/world knowledge.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION

Goals and Expectations

The writer's primary goal was to increase vocabulary knowledge/literacy of foreign words commonly integrated into the English language. The writer projected to help students overcome their fear/frustration of foreign words. Ultimately, the writer planned to improve reading competence, to enrich reading experiences, and to improve language facility.

Behavioral Objectives

The writer proposed to improve the students' motivation to read, as reflected by an increase in books checked out of the school library within a month period. At the beginning of the implementation, books (80 percent) were checked out from the library only when a teacher assigned a book report. By the end of the implementation, the students checked out (for pleasure reading) three or more books per month. Each book checked out was entered into the computer, and a running tally was kept for each student in the writer's class. It was later decided that this method of record keeping would be done on a school-wide basis for all students checking out books. At this point, in late October, each teacher in the school may ask the librarian

for a print-out of her students' library records. As of September 1990, in order to give students an incentive to read, the library is issuing a "frequent reader card" similar to a standard credit card, which enables students, throughout the school year, to a 10 percent discount in local stores of the community patronizing the school program. To obtain such a card, a student must have read a minimum of five books per semester. The idea originated during the writer's implementation with the collaboration of the librarians.

In addition, the writer provided in her classroom a "reading corner," where books of diverse interests were placed, readily available to her students. Students in early June participated in a "Book Drive" and donated books from their homes in order to increase the amount of books available in class. The student who brought the most books in the class was rewarded by a pizza lunch during the summer session. By providing a variety of enticing books in the classroom, the writer had planned to tantalize her students' curiosity and interest.

The writer anticipated an increase in vocabulary acquisition of 50 percent in the number of foreign words correctly used in sensible sentences. At the beginning of the implementation, a questionnaire (see Appendix A) was given to the writer's students. Questions one through 10 dealt with reasons for reading and frequency of reading.

Questions 14 through 22 dealt with foreign words encountered in various subjects. A post-test of this questionnaire was given at the end of the implementation to establish the increase of vocabulary acquisition and literacy. Similarly, a post-test of the survey (see Appendix B) was administered, with the intent of establishing a difference in the answers 11 through 16 dealing with foreign words. Given a list of common English words of foreign origin, students were able to correctly identify the linguistic source of a total of 60 percent more than at the beginning of the implementation.

Measurement of Objectives

The writer made arrangements with the school librarians in order to get a computerized print-out of her students' activities in the library. This was an accurate and effective way of tracking students' efforts to check out books from the school library. A student from the writer's class happened to be a computer expert and volunteered to enter the writer's students' names and I.D. numbers into the computer, which turned out to be time consuming at first, but later saved a lot of time and red tape. The idea caught on, and several teachers in the school are now requesting the library's computer print-out for their classes.

The questionnaire (see Appendix A) and the survey (see Appendix B) were both used to measure the increase in reading books, vocabulary acquisition, frequency of reading,

and attitude towards word-attack when the word is of a foreign origin.

Students were expected to show a 50 percent increase in their vocabulary acquisition in the number of foreign words correctly used in sensible sentences. Given a list of common English words of foreign origin, all students were able to correctly identify the linguistic source of 20 percent more of these than they could at the beginning of the implementation. At the beginning of the implementation (baseline measurement), the students answered with a 30 percent accuracy.

Mechanism for Recording Unexpected Events

At the beginning of the implementation, the writer had anticipated to keep a daily log. As time progressed, the writer decided to keep records on a weekly basis. Any changes in unexpected events, such as changes in student population, implementation problems, measurement results, inclement weather resulting in early closing of the school, were documented for future reference.

Description of Plans for Analyzing Results

The questionnaire (see Appendix A) given to the students was open-ended. It was given both at the beginning and the end of the implementation. One purpose of the questionnaire was to find out if students checked out books for pleasure reading. It was geared to determine what kinds

of books were selected (novels, love stories, war stories, etc.). The questionnaire was establishing why students selected a particular book, e.g., teacher's or student's recommendation, etc. Another purpose of the questionnaire was to tell how students go about finding meanings for new books. The questionnaire being open-ended, all the answers for each item were hand-scored.

The oral survey (mentioned by Rapp Haggard, 1986) was to see why students learn foreign words. The survey, as designed by Rapp Haggard, has six categories. Being an oral survey, the writer administered it accordingly; for each category a hand count was done. This survey yielded the following results (out of 25 students):

A foreign word is learned because of

the way it sounds:	4
it is useful:	15
it is unusual:	2
it is a new word:	2
it clarifies a concept:	3

The survey (see Appendix B) was administered at the beginning and at the end of the implementation. The purpose of the survey was to find out if students know the origin of certain words. This survey called for one answer only, and as a result, a ScanTron answer sheet was used to compile results of the answers.

The results of the questionnaire and the survey will be presented in charts, showing results both at the beginning and at the end of the implementation.

CHAPTER IV

SOLUTION STRATEGIES

The problem was that the writer's Senior High School students' literacy development was thwarted by meager vocabulary knowledge and particularly so with reference to words with foreign origin, specifically words of French origin.

The writer proposed to utilize some of the strategies and methods mentioned in the literature review (in addition to her own ideas).

Discussion and Evaluation of Possible Solutions

As indicated by the bibliographic review, motivation is a key factor to vocabulary development. Most authors agree on that point of view: motivation and good attitude must be present for learning to take place.

Students, according to the literature, must be involved in the learning process; they also must see a need to use the new vocabulary acquired. With those ideas in mind, the writer planned to instill the desire to read and thus increase vocabulary power by making reading an interesting endeavor. Students were allowed to select, to group according to interests, and to make decisions on the types of activities to pursue. The writer served as a guide, as a mentor, rather than as a person mandating assignments. Rapp

Haggard (1986) suggests discussion with students, asking them why they should learn the vocabulary words. For Blackowicz (1985) the "choice of words is important . . . a word must be usable" (p. 878); as a result, the writer made certain the words selected by the students had a realistic usage. Richek (1988) mentions if the "students curiosity about words is excited, teachers foster initiative in vocabulary acquisition and encourage learning outside the classroom" (p. 263).

Clavette (1979) advocates grouping, which is classified by him in five categories, "random, peer or self-selected, homogeneous or heterogeneous, interest, skill" (p. 14). The author has in the past successfully resorted to grouping. In small groups of three to four students, learning can take place in a harmonious fashion. For the purpose of the implementation, the writer's students were grouped by peer-affinity, skill, and/or interest.

World and conceptual knowledge are key factors in building vocabulary. According to Ruddell (1986), knowledge has two types, "declarative knowledge which accounts for 'knowledge about' decoding language, and the world" (p. 583). The comprehension of a text is related to the students' language. Pearson and Johnson (1978), as cited by Gipe, say, ". . . the essence of comprehension lies in relating new information received through reading to the

present or old body of knowledge the reader has already stored" (p. 401).

The writer firmly believed that knowledge must be built on prior knowledge, i.e., a solid foundation. In many cases the writer's students lacked this basic, fundamental knowledge, and it became a pressing issue for the teacher to establish primary concepts and ideas in order to expand students' intellectual potential.

In terms of methods to learn foreign vocabulary, Pressley, Levin and Hall (1980) are in favor of using "keywords," e.g., words that resemble the foreign word in the home language. Hanratty, Thomas and Dieter (1987), when writing about foreign word retention, say, "the act of copying clearly draws attention to the structure of the word . . . unless directed to do so, subjects may not normally allocate enough cognitive effort to this portion of the task" (p. 252). Using words in a sensible context has been found to be an effective way of learning new vocabulary words by numerous authors. Many books using foreign words will have what Davis (1989) calls "marginal glosses" (word definitions/translations placed in the margin).

Description and Justification of Possible Solutions

The writer activated her students' motivation by allowing them to form groups and to select vocabulary words and vocabulary activities. The self-selection, discussion

and grouping gave a positive outlook on the learning process.

The writer decided to assume the role of a "facilitator" rather than the role of a teacher mandating assignments. Students were allowed to make decisions and choices in terms of types of activities, kinds of readings, freedom to report to the library, free access to the books resourced in the classroom, possibility to retreat to the "reading corner" set up inside the writer's classroom. Students' readings were recorded on "book-cards" (including students' names, title of books, author). Weekly each student was responsible for sharing orally the fruits of his/her readings in form of a brief oral summary and findings of new foreign words. This was used as a means of conferences with the students as well as "progress-of-the-class." Foreign words were listed on large bulletin boards displayed in the room. By mid-implementation, one group of students had used the authoring floppy diskette (Apple II e) furnished by McGraw-Hill and were working on their own list of words. The writer verified the accuracy of the computer vocabulary activities and decided to use some of the computerized vocabulary drills as a tool for post-evaluation at the end of the implementation.

Students seemed to enjoy the relative freedom given to them. Being allowed to sit in the "reading corner" was not only a treat but also a comfortable, pleasant way to do

research. Arrangements to go to the school library frequently gave the students a feeling of being important. Traditionally, in the writer's school, students can only report to the school library escorted by a teacher and with a specific, detailed assignment. Students were told they could use the library at any given time, providing they would indulge in fruitful study and research. Working in small groups (cooperative learning) worked out well for the writer's students, who could choose their topics, their activities, and share ideas freely.

Solution Selected

The writer supplied students with a plethora of books from content areas such as science, home economics, humanities, art, philosophy, social studies, etc. with the intention to demonstrate that foreign words of various origin, e.g., Spanish, Italian, German, etc., are used commonly in a variety of fields and subjects. The writer worked on building world and conceptual knowledge so her students could benefit to the maximum.

Vacca and Vacca (1987) in their book, Content Area Reading, furnish teachers with a multitude of valuable vocabulary activities which were used in the writer's context. In addition, the writer supported the school wide Vocabulary Across Content Area (VACA) program. The writer guided students in making vocabulary packages including

games, activities to be shared by other departments in the school.

The finished product (which was used as a summative evaluation in the writer's context) was authoring a computer software (floppy disk). McGraw and Hill has such an authoring diskette, presented as a game of "Tic-Tac-Show" which teaches students to author their own vocabulary game, using words selected by themselves. An Apple IIe computer was brought to class so that the software authored by the students (under the writer's supervision) could be shared by the entire class. Copies of the software were made and shared with other reading classes.

After correcting and embellishing the vocabulary drill activities, the writer presented a proposal to the local school district and was the recipient of a mini-grant, giving the writer national recognition since her work was published in a catalog of national network.

Report of Action Taken

Students received the idea of the implementation fairly well. The implementation started in June 1990, at which time students are blase and not motivated to study. The major students' concerns at that time of the year are what outfit to select for the "Prom," who is to escort students to "Grad Night" (a county-wide outing for seniors, to which all younger students hope to be invited), and who are the recipients of the school's awards. Under such conditions,

the writer feared for her project, but to most students, this implementation appeared as a novelty. Setting up the classroom with a "reading corner," an Apple IIe computer, and various bulletin boards also was a novelty to students who were eager to utilize new devices (visual and audio). Each student kept records in an individual folder; in addition, "group folders" were kept when students paired in small groups to complete specific activities. When students compiled vocabulary drills, they were asked to present them as "activity packages" so they could easily be shared by other members of the group. The writer kept records of the students' "reading-cards" (placed in alphabetical order), making certain one card per book and per child was kept. At the end of the implementation, the librarian furnished the writer with the computer print-out of the writer's amount of books checked by her class.

Month one and week one of the implementation period were used to introduce the format and the rationale of the implementation. The writer administered the questionnaire (see Appendix A), the oral survey (Rapp Haggard, 1986), and the survey (see Appendix B).

The writer asked her students to proceed to a "Book Drive" and bring books from home. She also provided books selected from various sources within the school (Home Economics, music, English, etc.). Students helped the

writer set up a "reading corner" by salvaging, from different parts of the building, book shelves, chairs, etc.

The writer explained the classroom rules and procedures, posing as a facilitator and guide rather than an authoritative teacher. Arrangements were made with school administrators and librarians so the writer's students could enjoy more freedom than normally awarded on campus.

Week two of month one the writer explained the reasons behind grouping and what was expected of peer-grouping in terms of outcomes. Groups (maximum of three students) were formed mostly by peer-affinity, and many times "re-grouping" was done by students' interests. Students selected their own vocabulary words which they found during their research/ readings. Students then included those selected words in their activities.

Week three of month one consisted of "compiling" and "collecting" words which were categorized into three major sub-groups, e.g., literature and psychology, social studies, and gastronomy. Students decided on final lists, as words were dropped because they seemed too difficult, not important, etc. Later on an extra category labelled "other" by the students was added, and on that list appeared words that did not fit the initial four categories, but the students had decided not to delete them completely.

By the end of week four of month one, students had decided on the types of activities they would use for their

list. The implementation was then placed on hold until the re-opening of school with summer school. As expressed by the writer in her Progress Report, summer school was full of frustrating and unexpected events. A tornado warning caused the school to be evacuated during a school day. Heavy rains caused the writer's class to be relocated to a kitchen lab; since the roof was leaking, the writer could not stay in her own classroom. A kitchen lab is hardly considered a likely place to conduct research, study and read comfortably. The books from the "reading corner" had to be moved to the new quarters, and eventually all materials were moved back to the initial room.

Week one of month two (after events settled down), students worked on vocabulary activities including matching (with definitions) and synonyms. Each group spent two days making up activities; the last two days of the week, students exchanged worksheets and worked on other students' activities.

Week two of month two, students designed puzzles and unscrambling activities.

Weeks three and four of month two, students made up concept circles using synonyms and analogy activities using synonyms, opposites, parts and wholes.

Week one of month three, students worked on concept circles (activity which had been very much enjoyed); this

time students used "exclusion," e.g., the missing word in the circle not matching the others.

Week two of month three, students worked on categorizing words (negative versus positive), associating words and paired work question (suggested by Perfetti cited in Vacca, 1987).

Week three of month three, students designed vocabulary games to be used by peers.

Week four of month four, the questionnaire (see Appendix A) and the survey (see Appendix B) were administered as post-tests. The Apple IIe software authored (mid July) was used as a summative evaluation (see Appendix C).

Lastly, a list of 100 words used in common English but of foreign origin was presented to the students who were asked to identify the source by placing next to the word S for Spanish, F for French, L for Latin, and I for Italian (see Appendix D).

Generally speaking, the implementation went smoothly. Students, administrators, and colleagues were very cooperative and supportive. Students commented to the writer about the novelty of the program and on the freedom of the structure. During the implementation, one student had to leave for Puerto Rico to visit with her father who had custody in the summer time only. She was provided with guidelines and samples of vocabulary activities to be

completed during her stay in Puerto Rico. The boy who was placed in C.S.I. (Center for Indoor Suspension) was provided with similar individual work. As for the two girls placed in outdoor suspension, only one made it back to school.

CHAPTER V

RESULTS

Briefly stated, the problem in the writer's school was that students were easily frustrated by reading words of foreign origin. At the heart of the problem was a lack of motivation on the students' part. As a means of motivating the students and correcting the situation, students were "guided" into the different activities and were generally given a saying, a choice of those activities. The general set-up of instruction offered more freedom as a regular, traditional classroom procedure. The grouping of students enabled them to share ideas and be positively productive. Records of the students' progress were kept in individual folders and also posted on bulletin boards. The sharing of readings, activities, and research contributed to enhancing the learning process within the class.

The writer, at the beginning of the implementation, expected books to be checked out from the library at the frequency of two to three per month. This goal was reached since each month during the implementation, each student checked three books (or more) and was in a situation to weekly report on his/her reading. The writer expected an increase in vocabulary acquisition of 50 percent in the number of foreign words correctly used in sensible sentences.

The results of the questionnaire are shown in Tables 2, 3 and 4. Table 2 indicates an increase of 50 percent of students going to the local library, and as expected, all the writer's students reported to the school library during implementation. The numbers of books read for pleasure increased so that the writer's class mostly read for pleasure and no longer for assigned work (22 students out of the 25). The number of students reading at home went from four to 18, which pleased the writer immensely. To the writer's delight, at the end of the implementation, three students out of 25 had read poetry.

Table 2*

Questionnaire (see Appendix A)

Questions	Beginning of Implementation	End of Implementation
Check out from local library	5	10
Check out from school library	14	25
Never check out	2	0
Check out books for reports only	15	0
Check out books for pleasure	2	22
Students reading at home	4	18
Check out magazines	6	8
Check out fiction	4	18
Check out biographies	5	15
Check out poetry	0	3

*Numbers represent the amount of students in the writer's sophomore class.

Table 3 indicates how students reacted at the beginning and at the end of the implementation. It seems that students are less prone to be lazy and ignore the foreign word, e.g., only one student admitted doing so at the end of the implementation. Students seemed to be more prone to associate the word to another and to look it up.

Table 3*

Questionnaire (see Appendix A)

How to Attack Foreign Words	Beginning of Implementation	End of Implementation
Ask someone else	8	5
Associate with another word	1	9
Look it up	6	8
Read and guess	2	2
Ignore the word	7	1

*Numbers represent the amount of students in the writer's sophomore class.

Table 4 indicates general feelings experienced when faced with foreign words appearing in texts. The fear and the anger were gone at the end of the implementation. The students were very little frustrated (except for one). Only one student still decided to ignore the foreign word (the student had been identified by the writer as a problem behavior and a student with difficulty in adjusting to American life in general). Twenty-two students admitted attempting some kind of solution in order to find the meaning of a foreign word.

Table 4*

Results of Questionnaire (see Appendix A)

Feelings Toward Foreign Words	Beginning of Implementation	End of Implementation
Anger	3	1
Fear	6	0
Frustration	12	1
Ignoring the word	4	1
Attempt of a solution	0	22

*Numbers represent the amount of students in the writer's sophomore class.

Similarly, a post-test of the survey (see Appendix B) was administered, with intent of establishing a difference in the answers 11 through 16 dealing with foreign words. Students increased their vocabulary literacy on those questions by 50 percent (origin of words).

A list of 100 words (see Appendix D) was given at the end of the implementation; students were able to identify the origin of the words with a 55 percent accuracy. Lastly, a summative evaluation (see Appendix C) indicates that students, at the end of the implementation, are capable of using successfully in complete sentences words of foreign origin with a 60 percent accuracy rate.

Discussion

Grouping students by affinity and by interests proved to be beneficial. Allowing students to select their words

and kinds of activities made them feel responsible; as a result, they seemed to have tried harder. Students enjoyed the feeling of relative freedom of library/reading corner usage. The students' motivation to read, to research, and to find new foreign words was impressive. They enjoyed sharing with their peers. They worked with enthusiasm in spite of relocating from one room to another; in fact, they took advantage of being relocated in the kitchen lab and surprised the writer with a "food-day" sampling foods from different native origins and using as many words as possible from their lists.

Students who had been placed out of the class either for behavior problems or family situations were quickly integrated back into the group and immediately felt the enthusiasm of their peers. It had been decided by the writer that a pass (P) or fail (F) grade would be awarded at the end of the implementation; this relieved the tension of "working for an A, working for a B," etc.

Recommendations

1. Teachers should allow students to make choices. It is a human factor that people (students included) work harder and better when they do something they like.

2. Teachers should give a sense of responsibility to students; this gives students an incentive.

3. Teachers should motivate students into performing a task.

4. Teacher/student conferences are important to the students' progress.

5. Teachers should act as facilitators, so that students do not feel dominated by an authoritarian figure.

6. Documentation is a precious feedback for students.

Dissemination

At the beginning of the implementation, very few colleagues were interested in the writer's plan. The administrators were cooperative but also very busy with the school social/scholarly functions which accompany the months of May-June in American schools. Curiosity set in towards the middle of the implementation, when the writer was forced to move out of her assigned classroom. It can be assumed that the presence of a reading class in a kitchen lab was somewhat unusual (to be described at best), but our presence contributed to let other people know about our project. The students certainly accommodated very well to an undesirable situation. The library staff was most pleased with the writer's class behavior and work. Several teachers have opted to have a run-on tally of their students' readings pursuant to the writer's frequent visits in the library. The Apple II software (revised by the writer) is now part of a nationwide catalog as part of a network on teachers' innovative ideas. The writer is, at present, part of the school Reading Committee (total of 15 teachers from different departments) and is disseminating activities,

games, and software developed during the writer's implementation.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

QUESTIONNAIRE

1. When you read (not school related material), what do you read? (circle one)

newspaper	magazines
Sunday paper only	novels
comic books	mystery stories
poetry	love stories
biographies	war stories

2. Do you check out books?
   A. from the school library
   B. from the local library
   C. you never check out books
3. Do you check out books?
   A. for a book report, assigned by a teacher
   B. for pleasure
   C. because a friend/teacher recommended it as a good book
4. Do you read at home? Yes No
5. Name the best book you ever read:_____
   Name the author:_____
6. Do you and your family own books? Yes No
   If so, are they placed on a shelf visible and accessible at all times? Yes No
7. Do you get the newspaper at home? Yes No
8. If you receive the newspaper, do you read it? Yes No
9. Which part of the newspaper do you read? _____

10. Is there a teacher in the school who assigns newspaper reading; if yes, name the subject that teacher teaches (do not name the teacher). _____

11. If reading the newspaper is assigned to you, how often is it assigned? _____

12. If in your readings you come across a word you don't know, what do you do? (circle all that apply)

    A. ask a teacher
    B. associate the word with another one which would make sense in the sentence
    C. look it up in the dictionary
    D. underline the word in the text, go back to it later, look it up
    E. read the whole sentence, and guess the word
    F. ignore the word, and go on reading
    G. other (explain): _____

13. If you come across a foreign word in a text, what is your first reaction? (circle all that apply)

    A. fear
    B. anger
    C. frustration
    D. ignorance
    E. you leave it alone
    F. other: _____

14. Do you know any foreign words that are used at times in English? Yes No

name a few: _____

_____

15. Can you guess the origin of the following words?

A. squash _____ F. piano _____

B. papoose _____ G. andante _____

C. deck _____ H. menu _____

D. pretzel _____ I. chaperon _____

E. rabbi _____ J. nicotine _____

16. It seems that words related to music are mostly: _____

_____

17. It seems that words related to cooking are mostly: ___

_____

18. As you study English literature, music, social studies, etc., you may encounter foreign words; name the subject(s) where you have indeed found foreign words:

_____

_____

19. Name a program in the school that helped you build vocabulary: _____

20. In which class do you study vocabulary? _____

_____

21. Describe how teachers assign vocabulary:

English class: _____

Reading: _____

Science: _____

Social studies: _____

Foreign language: _____

Music: _____

Home ec.: _____

P.E.: _____

Math: _____

22. Aside from school grades and tests, of what actual value is it in life to have a large vocabulary?

_____

_____

_____

APPENDIX B

SURVEY

SURVEY

1. Do you read books at home? Yes: A No: B
2. Do you read for:
   A. pleasure
   B. for assigned homework
   C. upon recommendation of a friend or teacher
   D. never
   E. sometimes
3. Do you get the newspaper at home: Yes: A No: B
4. Does your family have books at home: Yes: A No: B
5. Does your family receive the newspaper?
   A. yes
   B. no
   C. Sunday only
   D. sometimes
6. If you read the newspaper, which part do you read?
   A. comics
   B. the front page
   C. sports section
   D. several sections
7. Is there a teacher in school who assigns newspaper reading? Yes: A No: B
8. How often is newspaper reading assigned to you?
   A. once a week
   B. twice a week
   C. for extra credit only
   D. never

9. When reading, you come across a word you do not know, what do you do?
   A. ask an adult
   B. look it up in a dictionary
   C. try to guess the meaning by reading the context
   D. ignore the word
10. When you come across foreign words:
   A. they frighten you
   B. they frustrate you
   C. you get curious
   D. you leave the word alone
   E. you seek help
11. Do you know any foreign words? Yes: A No: B
12. If yes, name a few: _____

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13. Do you think that words associated with music are:
   A. French C. Italian
   B. German
14. Do you think words associated with food are:
   A. Italian C. German
   B. French D. English
15. Do you think that words associated with diplomacy, politics are:
   A. Italian C. German
   B. French D. other

16. Do you think that words used in novels, philosophy, literature are:

A. Italian

B. French

C. English

D. German

E. other

APPENDIX C

SUMMATIVE EVALUATION

French Words Related to Culinary Arts

1. Potatoes _____ are baked with cheese in the oven.
   A. Au jus
   B. Au Gratin
   C. Au Dessert
2. The beef _____ was served with gravy.
   A. Au jus
   B. quiche
   C. Sauce
3. The _____ of meat was overcooked.
   A. slice
   B. cut
   C. brochette
4. In the salad, the cook placed some _____.
   A. Spice
   B. Croutons
   C. bread
5. The soup _____ was Chicken Soup.
   A. du jour
   B. Cabbage
   C. liquid
6. For Dessert he ordered an _____.
   A. Crouton
   B. Quiche
   C. eclair

7. The _____ is the main dish.
   A. au jour
   B. entree
   C. brochette
8. _____ is another word for stirred.
   A. fricasse
   B. Cooked
   C. entree
9. This man eats too fast, too much, he is a _____.
   A. glouton
   B. Crouton
   C. maitre d' hotel
10. A _____ is a person who knows delicate foods.
   A. Crouton
   B. Glouton
   C. Gourmet
11. The _____ showed us to our table.
   A. Quiche
   B. eclair
   C. maitre d' hotel
12. The _____ is an egg pie.
   A. crouton
   B. Quiche
   C. Glouton

13. The lamb _____/stew was delicious.

    A. ragout

    B. Saute

    C. Crouton

14. On the top of the meat the waiter poured a _____.

    A. brochette

    B. sauce

    C. eclair

15. A _____ can be served as a delicate dessert.

    A. Souffle

    B. Sauce

    C. ragout

French Words Related to Social Studies

1. He belongs to the _____ because he is neither upper class nor lower class.
   A. coterie
   B. regime
   C. bourgeoisie
2. The _____ was provoked by the peasants who were unhappy with their government.
   A. coup
   B. liaison
   C. detente
3. There is a _____ between the two nations who had been at war for some time.
   A. milieu
   B. coup
   C. detente
4. The new _____ is very strict with the people of the nation, since the new ruler took over.
   A. regime
   B. coup
   C. emigre
5. He came from Europe as an _____ and settled in the U.S.A.
   A. coterie
   B. emigre
   C. chateau

6. This _____ is a remarkable piece of architecture.
   A. emigre
   B. chateau
   C. laissez-faire
7. The new regime is adopting a politic of _____ and is not strict anymore.
   A. liaison
   B. laissez-faire
   C. coup
8. This small intellectual group is the _____ of the society.
   A. laissez-faire
   B. emigre
   C. elite
9. All the _____ of the nation was at the meeting.
   A. coterie
   B. attache
   C. detente
10. He acts as a _____ in between the two nations.
   A. elite
   B. liaison
   C. attache

11. He is _____ to the cultural affairs of the consulate.
    A. liaison
    B. attache
    C. bourgeoisie
12. He did this for a _____ in honor of his country.
    A. cause celebre
    B. detente
    C. laissez-faire
13. The _____ had to represent his nation at a meeting with foreign ministers.
    A. elite
    B. charge d' affaires
    C. emigre
14. In his _____ people have high standards.
    A. elite
    B. coup
    C. milieu
15. The best for the nation is the _____ of the President.
    A. raison d' etre
    B. liaison
    C. bourgeoisie

French Words Related to Literature and Psychology

1. This young man is eternally _____, he will not find interest in anything.
   A. blase
   B. Protege
   C. naif
2. The man loves all the good things in life, he is a _____.
   A. Protege
   B. ingenue
   C. bon vivant
3. He went to the _____ of the show, it had not been presented before.
   A. Cliche
   B. deja vu
   C. premiere
4. The King gave all privileges to his _____ who was a good pianist.
   A. Ingenue
   B. Protege
   C. essai
5. It was rather _____ of him to make this remark.
   A. gauche
   B. naif
   C. Protege

6. The teacher assigned an _____ on a given topic.
   A. blase
   B. cliche
   C. essai
7. This is nothing new to us, it is _____.
   A. Deja vu
   B. naif
   C. mot juste
8. The _____ of the government is the working class going on strike constantly.
   A. mot juste
   B. bete noire
   C. adroit
9. The girl was shy, reserved and very young; she was an _____.
   A. facade
   B. premiere
   C. Ingenue
10. The two ministers had a _____ and discussed a social reform.
   A. tete a tete
   B. ingenue
   C. essai

11. He is sad, yet he represents an indifferent _____.

    A. bon vivant

    B. cliche

    C. facade

12. He always finds the correct word, he says the _____.

    A. mot juste

    B. cliche

    C. Protege

13. This has been said so often, it is now a _____.

    A. essai

    B. cliche

    C. protege

14. He takes this man for his _____ and makes him do all kinds of chores.

    A. blase

    B. valet

    C. naif

15. He did a _____ and the lady was shocked.

    A. blase

    B. valet

    C. faux pas

Spanish Words Integrated into English

1. He is a real gentleman, he has exquisite manners, a typical _____.
   A. aficionado
   B. caballero
   C. senor
2. She is not allowed to go out without a _____ or a governess.
   A. duenna
   B. picador
   C. caballero
3. This man is of very humble extraction, he is a _____.
   A. caballero
   B. senor
   C. peon
4. It was cold so he wore his _____ to keep warm.
   A. poncho
   B. pueblo
   C. peon
5. He danced the _____ all night long.
   A. peon
   B. bolero
   C. aficionado

6. He loves watching football, he is a real _____.
   A. aficionado
   B. bolero
   C. caballero
7. This house is made out of _____, a sort of brick dried in the sun.
   A. bolero
   B. adobe
   C. duenna
8. She wore a _____ on her head to go to church.
   A. duenna
   B. bolero
   C. mantilla
9. The cowboys in Argentina are called _____.
   A. Caballeros
   B. Senores
   C. Gauchos
10. She loves to sleep after lunch, she takes a _____.
   A. siesta
   B. duenna
   C. mantilla
11. The _____ is a ridge of mountains.
   A. siesta
   B. senor
   C. sierra

12. This plant is used as a blue dye, it is called _____.

A. Indigo

B. bolero

C. adobe

13. They danced the bolero, while a lady played the _____.

A. castanets

B. caballero

C. siesta

14. The Indian Village was built with adobe, it was referred to as a _____.

A. mantilla

B. pueblo

C. gaucho

15. A grassy plain without trees is often called a _____.

A. gaucho

B. adobe

C. pampa

Italian Words Integrated into English

Italian Words Related to Music

1. He went to see the _____ of Romeo and Juliet, where everyone sang beautifully.
   A. opera
   B. libretto
   C. sonata
2. She sang a beautiful _____.
   A. libretto
   B. aria
   C. vibrato
3. He was told to play softer and play _____.
   A. dolce
   B. vibrato
   C. piano
4. The tempo of this musical composition was lively, it was _____.
   A. allegro
   B. lento
   C. andante
5. When you play loudly, you play _____.
   A. pianissimo
   B. fortissimo
   C. adagio

6. An _____ is musical arrangement that is slow and graceful.
   A. adagio
   B. pianissimo
   C. moderato
7. A long musical composition for one main instrument is called a _____.
   A. finale
   B. concerto
   C. duet
8. A _____ is the last section of a musical composition.
   A. concerto
   B. libretto
   C. finale
9. She has a high singing voice, she is a _____.
   A. soprano
   B. alto
   C. tenor
10. The _____ of this opera was written by a famous writer.
   A. solo
   B. trio
   C. libretto

11. The _____ was sung by two famous artists.

    A. duet

    B. aria

    C. finale

12. He sang _____, no partner helped him.

    A. sonata

    B. aria

    C. solo

13. The three of them sang a _____.

    A. solo

    B. trio

    C. duet

14. The word intermission comes from _____, which was a short musical entertainment/

    A. sonata

    B. duet

    C. intermezzo

15. A repetition of a tone is called _____.

    A. tremolo

    B. pianissimo

    C. finale

APPENDIX D

LIST OF FOREIGN WORDS USED IN ENGLISH

List of Foreign Words

1. à la carte
2. adobe
3. aficionado
4. alcalde
5. alto
6. à point
7. aria
8. arroyo
9. au contraire
10. au courant
11. au natural
12. bâton
13. beau geste
14. bolero
15. bonbon
16. bon mot
17. bon vivant
18. caballero
19. canyon
20. carte blanche
21. comedia
22. conquistador
23. cordage
24. coup
25. décolletage
26. déjà vu
27. dénouement
28. de rigueur
29. détente
30. dolce vita
31. domani
32. duet
33. emigré
34. encore
35. entente
36. entrée
37. façade
38. femme fatale
39. fête
40. filet
41. flotilla
42. folie des grandeurs
43. fortissimo
44. foyer
45. gaucho
46. hacienda
47. hidalgo
48. hombre
49. hors d' oeuvres
50. indigo

51. ingénue
52. laissez-faire
53. legato
54. libretto
55. lucha
56. manana
57. mantilla
58. milieu
59. mezza mezza
60. mot juste
61. naïve
62. ne plus ultra
63. noblesse oblige
64. nonchalant
65. nom de plume
66. nouveau riche
67. opera
68. paesano
69. palette
70. pampa
71. parasol
72. peon
73. piano
74. piece de resistance
75. portico
76. presto
77. prix fixe
78. raison d' etre
79. raza
80. rendez-vous
81. rotunda
82. ruse
83. siesta
84. sierra
85. sonata
86. soit disant
87. soprano
88. sotto voce
89. souvenir
90. tete a tete
91. terra cotta
92. terra firma
93. tour de force
94. torso
95. tortilla
96. trio
97. trompe l' oeil
98. vibrato
99. vive la difference
100. vis à vis